



PROFESSIONAL GROWTH GOAL – Guiding Questions and Sample Goal Revisions

GUIDING QUESTIONS:

- What do I want to change about my practices that will effectively impact student learning? (*The decision should be grounded in evidence. [This pertains to rationale for the goal].*)
- How can I develop a plan of action to address my professional learning? (*The plan should include new learning and how the professional will apply it.*)
- How will I know if I accomplished my objective? (*The professional must be able to show evidence of growth to prove a change in practice has occurred.*)

Goals to Analyze for Feedback – for revision:

Library Goal (Weak goal):

During the 2014-2015 school year, I will improve my communication to the school community. I will attend sessions on communication. Growth will be shown by more people visiting my library.

Revised Stronger Library Goal

During the 2014-15 school year, I will improve my communication of library programs, resources, and services to the school community by improving the school library website. I will review school library websites, attend conference sessions or webinars about effective library websites, and read/study articles and/or blog posts about quality school library website design. Growth will be evidenced by increased traffic to the school library website, student/parent/staff feedback surveys, before/after screenshots of web pages, and self-reflection.

Reasons for change

While the first goal identified growth in communication, it was very general. Because it did not identify sources or methods of communication, it was also unclear how it could be measured. The Plan for PL was limited and not specific. Her measure of growth was vague and limited. She needed to specify what multiple measures would provide evidence of the improvement.



READING GOAL

During the school year, I will learn to integrate some literacy strategies in my instruction. I will attend a literacy workshop. Measures of success will include results how well my students do on the K-Prep reading assessment and a common assessment designed by our PLC.

REVISED Reading Goal

During the school year, I will learn how to integrate literacy strategies in my instruction. To enhance my instructional skills, I will participate in a literacy workshop; regularly follow Tim Shanahan's literacy and the *Teaching the Core* literacy support blogs. Measures of success will include results from analysis of student work samples, self-reflection, student surveys, and observation data.

(Note that in the reading goal, while the professional's focus is on literacy strategies, her plan for PL is limited. In addition, her evidence of growth appears to be more on student growth than professional growth. Feedback from the principal should include questions that will lead the professional to think about evidence of his or her own growth. In addition, the principal may need to guide her to recognize some other resources that will support her PL.)

FORMATIVE ASSESSMENT GOAL

During this school year, I will read some books on formative assessment. I will create and use some formative assessments more frequently in my classes. Indicators of success will include my student assessment data and observable student engagement.

REVISED Formative Assessment Goal

During this school year, I will study *Classroom Assessment for Student Learning*, by Rick Stiggins, with my grade level PLC and embed formative assessment practices in my daily instruction. Indicators of success will include classroom observation, self-reflection, analysis of student assessment data, minutes from our PLC book study and implementation discussions, and observable student engagement.

In the formative assessment goal, participants should notice that the professional's plan for professional learning is vague. In this case, like the first goal, the professional needs to think more strategically about what the evidence of a change in his/her professional practice will be.